

Running head: GLASSER ELEMENTARY SCHOOL NEEDS ASSESSMENT

Glasser Elementary School Needs Assessment 2003-2004

Tiffany Drilling

Minnesota State University

Department of Counseling and Student Personnel

The purpose of this needs assessment is to provide information about past activities and current services provided by the school counselor and teaching staff at the Glasser Elementary School. The needs assessment focuses on analyzing happiness as a process, and the psychological needs that must be met in order to balance happiness. The importance of the basic needs for happiness is supported through Dr. William Glasser, who believes all people hold these psychological needs. These basic psychological needs include: love or belonging, power or importance, fun or pleasure, and freedom.

The goal of the needs assessment is to identify if students needs are being met in regard to teaching students to be happy through various teaching methods. The assessment evaluates the services provided by the teaching staff, the counseling program, and the school environment. This assessment also analyzes the connection between the current guidance curriculum and the life-long learning skills that help children to satisfy their needs in responsible, balanced ways. Happiness is a process, in order to feel happier and more successful students need to think, feel, and act. The needs assessment provides data that reveals the target areas that need to be emphasized in order to help children make the connection between thinking, feeling, and acting. The assessment tool provides a perspective into the school environment through effective behavioral expectations, positive tone, meaningful experiences, and the power of choice.

The needs assessment established for the Elementary School focuses on a comprehensive developmental guidance program. The first stage of the process involves getting organized through establishing a support system between the school

counselors and the faculty within the Glasser Elementary School. I. M. Special, the school counselor, helped to establish a survey that addressed the most important aspects within the Glasser Elementary School. The survey developed through the needs assessment covered all three domains established within *The Minnesota Model of Developmental Guidance and Counseling*. The three domains are academic development, career development, and personal and social development. The survey statements provide data that can be used to detect the amount of school support generated throughout the primary grades at Glasser Elementary School. This is done through creating questions that achieve understanding of the level of support provided emotionally, socially, and academically through meeting children's psychological needs. The survey contains 14 questions covering the four basic psychological needs: Love, Power, Fun, and Freedom. The survey is an overview of the components students need to satisfy each of the four basic psychological needs regularly, responsibly, and in a balanced way. The survey helps to identify how feelings are directly related to what a person chooses to do, and if someone wants to feel happier, they will have to do something different from what they are currently doing. The survey identifies how students are behaving and feeling in the classroom. These behaviors and feelings help to clarify the students' effective or ineffective choices they select in order to meet their needs to be happy. The survey also reveals what direction the school counselor needs to adjust the scope and sequence in order to meet the developmental needs of students in the primary grades. The survey was given to all primary students at Glasser Elementary School. This included three first grade classes, two-second grade classes, and three third


grade classes. The sample included 147 students ranging from ages six to ten. The students surveyed within the assessment were each instructed to answer the questions based on their personal thoughts and feelings. Each question was read to them, and they were given plenty of time to think about each specific question. The students were also given a marker to follow each question with the appropriate circles. The choices that were provided on the survey included: Always, Sometimes, and Never. The students were instructed to color in one face that best answered the question from their personal point of view. The survey was given during classroom guidance time, and the teachers were present in the room during the assessment. After completing the assessment the students were given time to review and ask questions if they pertained to the survey, and how to fill it out. The teachers and the school counselor circled around the room checking for student understanding as to which question was next and the appropriate word meaning if needed. The students were then instructed to place their grade on the back of their survey, and all the surveys were collected after completion.

After the surveys were collected the numbers indicated that 24 first grade boys and 23 first grade girls had successfully completed the survey. Also within this survey 21-second grade boys and 24-second grade girls as well as 26 third grade boys and 29 third grade girls had also taken the survey. The surveys were divided by grade level, and each question was reviewed through the responses indicated on the survey. Tallies were recorded and calculated for each question based on number totals and percentages. The primary grades surveyed were divided by grade and gender. Each question was calculated by the three possible answers provided including: Always, Sometimes, and Never.


The survey that was presented to the primary level grades is provided below:


Color in the face that answers each question below:


Always, Sometimes, Never


1.  My teachers tell me when I do a good job at school.


2.  I make responsible choices at school.


3.  I get personal power when I make a good choice.


4.  I feel like I belong in my school and classroom.


5.  I make choices to meet my needs to be happy at school.


6.  I get personal power from learning new things.


7.  I have fun at school.


8.  I am responsible for what I say and do.


9.  I ask teachers for help when I need something at school.

10.  Classroom activities are fun.

11.  I fix mistakes on my work without getting upset.

12.  I solve my conflicts peacefully.

13.  I feel like I have friends in my classroom.

14.  I try to tell people at school how I feel.

The needs assessment results identified essential skills that students need to develop in order to meet their needs to be happy. Engaging in a sequential skill building developmental guidance program based on positive support from a competent staff and advisory committee is encouraged in order to develop a progressive program. The comprehensive program is focused on student outcomes and competencies and the development of meeting student's basic psychological needs. This helps to provide students with the tools necessary to produce knowledge and acquire skills.

The user survey collected data from the current students under the guidelines and instruction of the current program services. The survey identified several components that could be developed through adjusting the curriculum and behaviors associated with students becoming capable of obtaining their own needs. After collecting the data, and categorizing the results a rank system was created. The rank system assessed the priority needs accumulated through the distribution and results of the needs assessment survey. The results determined a rank order of the statements included on the survey, and were influential in creating a complete set of counseling and guidance program goals, objectives, and activities based on the identified and prioritized needs included in the survey. The rank order is stated below:

- I try to tell people how I feel
- I solve my conflicts peacefully
- My teachers tell me when I do a good job at school
- I ask teachers for help when I need something at school
- I get personal power when I make a good choice

- I fix mistakes on my work without getting upset
- I feel like I have friends in my classroom
- I make responsible choices
- I have fun at school
- I am responsible for what I say and do
- I make choices to meet my needs to be happy at school
- I feel like I belong in my school and classroom
- I get personal power from learning new things
- Classroom activities are fun

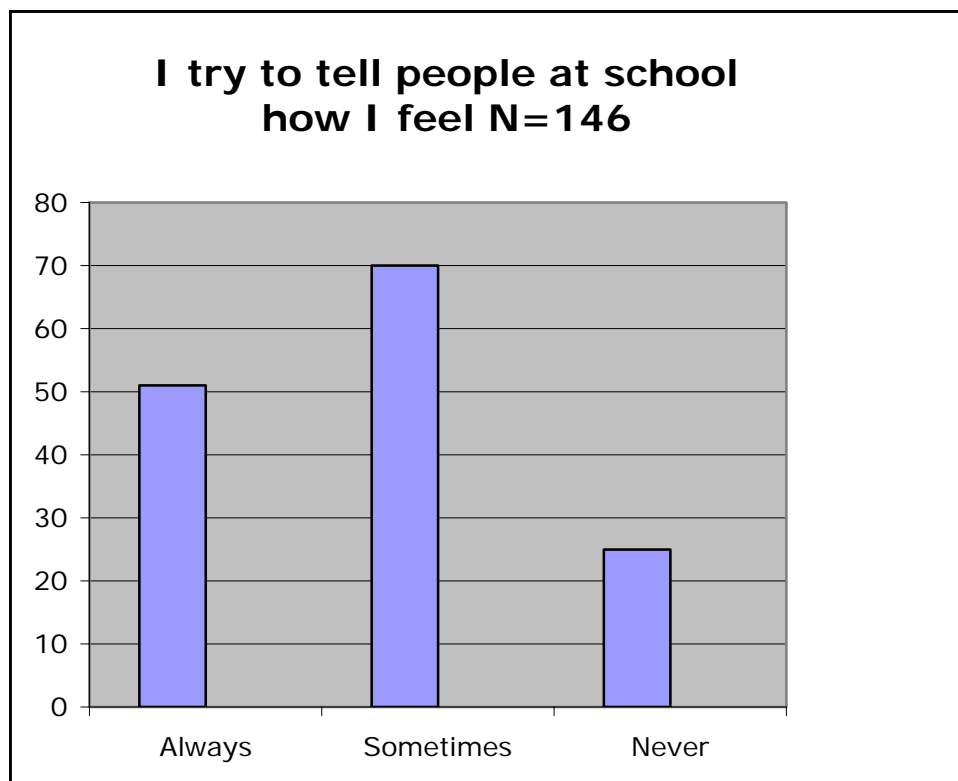
The survey indicated that out of 146 students surveyed within the needs assessment 51 (35%) of the students try to tell people at school how they feel. While 70 (48%) of the students sometimes try to tell people at school how they feel, and 25 (17%) of the students never try to tell people at school how they feel. In the third grade alone five boys responded that they always try to tell people at school how they feel while 11 third grade boys responded that they sometimes tell people at school how they feel, and nine third grade boys never tell people at school how they feel. Out of the whole third grade class 19 (34%) of the 55 third grade students who took the survey indicated that they always try to tell people at school how they feel. Out of those 19 (34%) only five were third grade boys at 4.3%. Overall 23 of the third grade students at 42% of the class indicated that they sometimes try to tell people at school how they feel, and 12

(22%) of the 55 third grade students indicated that they never try to tell people at school how they feel. This trend of students being unable to tell people at school how they feel moves down into the second grade as well.

In the second grade classes fourteen (31%) of the 45 students stated that they always try to tell people at school how they feel. While 26 (58%) of the second grade students indicated that they sometimes try to tell people at school how they feel, and five (11%) of the second grade students stated that they never tell people at school how they feel. Boys and girls within the second grade seem to feel equally about this statement on the survey. Out of 24 second grade girls and 21 second grade boys six (28%) boys and eight (33%) girls always tell people at school how they feel and 12 (57%) boys and 14 (58%) girls sometimes tell people at school how they feel, and 3 (14%) boys and 2 (8%) girls never tell people at school how they feel.

In the first grade class at Glasser Elementary School the boys and girls also provided similar responses for question number 14 on the survey. The first grade students indicated that 18 (38%) out of the 47 first grade students responded that they always try to tell people at school how they feel. Whereas 21 (45%) of first grade students stated that they sometimes try to tell people at school how they are feeling, and eight (17%) of the 47 first grade students indicated that they never try to tell people at school how they feel. Focusing on the first grade girls, six (26%) of the 23 girls included in the needs assessment indicated that they always try to tell people at school how they feel. Whereas 14 (61%) of the first grade girls selected that they sometimes tell people at

school how they feel, and three (13%) first grade girls stated that they never try to tell people at school how they feel. The first grade boys had similar results. The results showed that 12 (50%) out of 24 boys always try to tell people at school how they are feel, and that seven (29%) first grade boys sometimes try to tell people at school how they feel. Whereas five (21%) first grade boys stated that they never tell people at school how they feel.

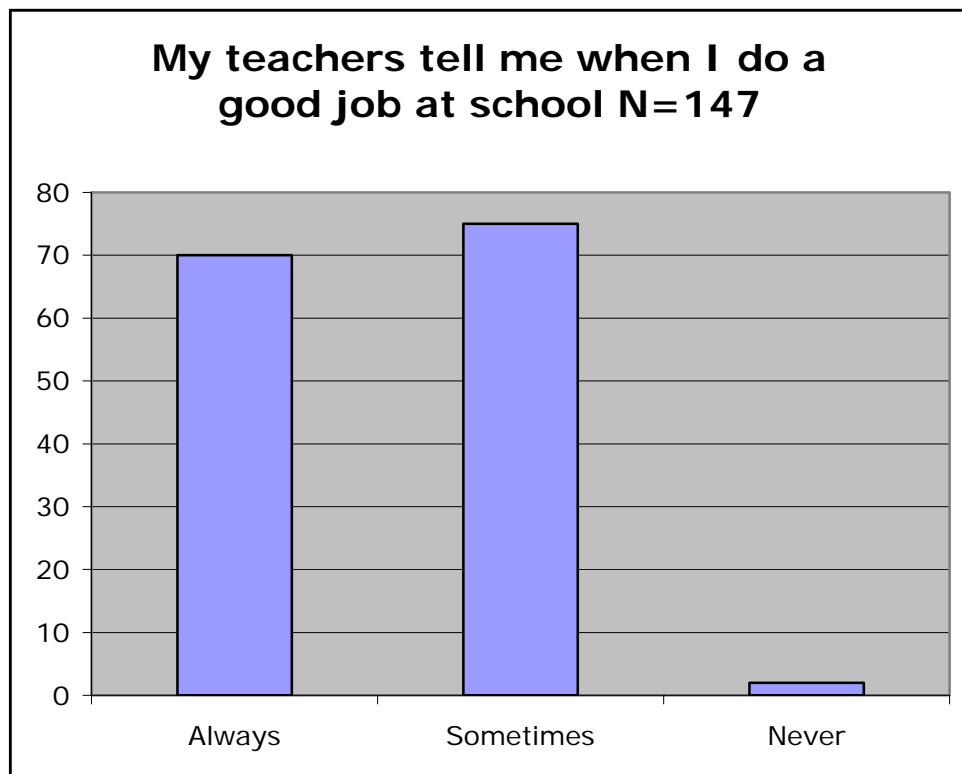


The survey also revealed that some students at Glasser Elementary School might have some difficulty solving conflicts. The statement on the survey stated that, “I solve my conflicts peacefully”. The primary grades indicated that 78 (53%) out of 147 students always solve their conflicts peacefully. Unlike 62 (42%) primary

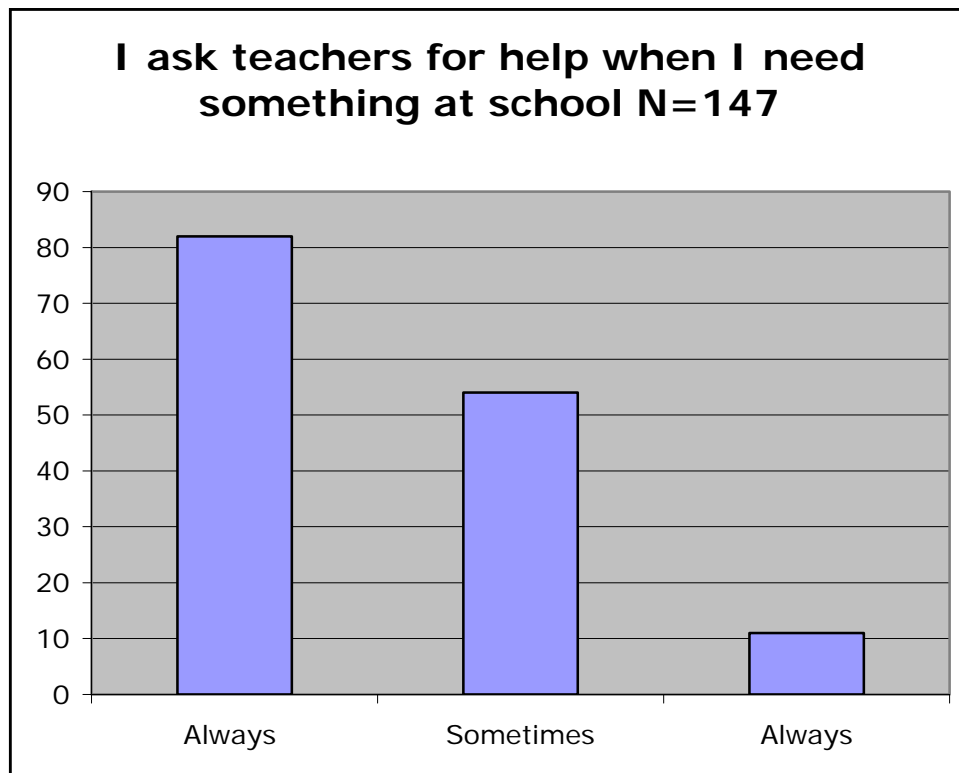
students that selected sometimes they solve their conflicts peacefully, and seven (5%) primary students who never solve their conflicts peacefully. This can be broken down into identifying specific developmental conflict resolution skills by analyzing each grade level. The first grade students indicated that 24 (51%) out of 47 students always solve their conflicts peacefully. While 20 (43%) first grade students sometimes solve their conflicts peacefully, and three (6%) first grade students never solve their conflicts peacefully. On a gender level, first grade boys indicated that out of 24 boys surveyed 14 (58%) colored in the always face, and nine (38%) selected the sometimes face. While one (4%) boys stated that he never solves his conflicts peacefully. In contrast, first grade girls indicated that 10 (42%) out of 24 girls solve always solve their conflicts peacefully, and 11 (46%) girls stated that sometimes they solve their conflicts peacefully. While two (8%) girls indicated that they never solve their conflicts peacefully.



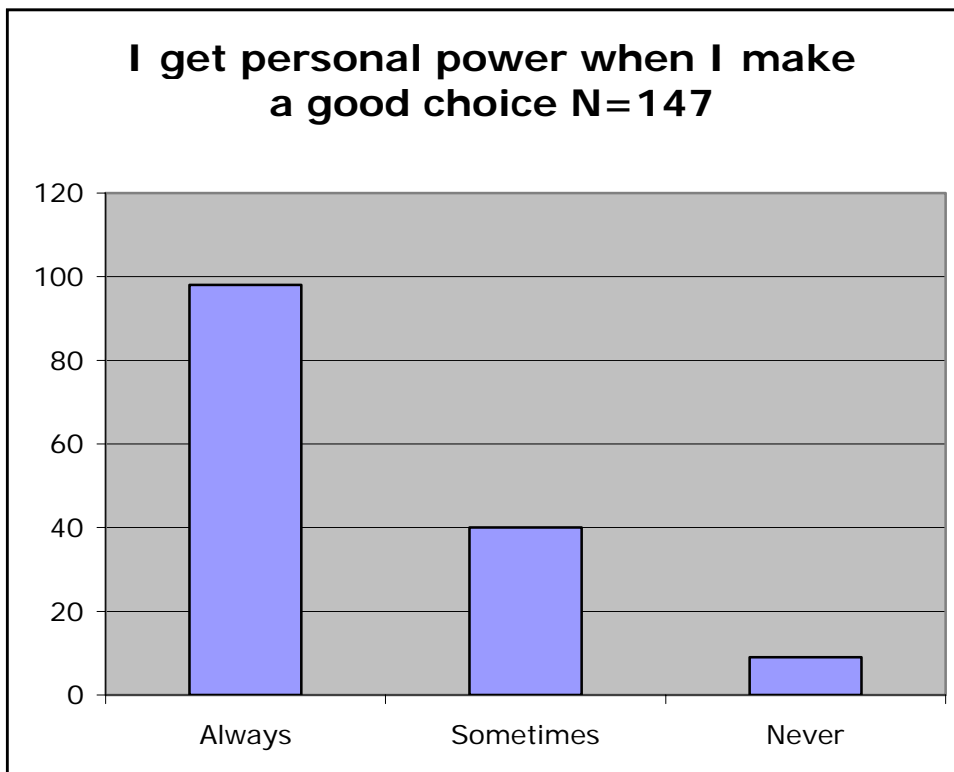
The survey addressed need-satisfaction through establishing an environment for students that reflects a positive tone and discourages inappropriate behaviors through providing positive relationships and restitution within the classroom. The statements within the survey that help to identify students' needs in regard to happiness revealed that 70 (48%) students out of 147 students always are told by teachers when they do a good job at school. While 75 (51%) students sometimes are told by their teachers that they do a good job at school, and two students (1%) are never told by their teacher that they do a good job at school.



Another component of the survey suggested that some students have a difficult time asking for help. This choice helps students to develop their need for happiness through achieving personal power. The survey states, “I ask teachers for help when I need something at school”. Overall, primary students indicated that 82 (56%) out of 147 students always ask teachers for help when they need something at school. Primary students also stated that 54 (37%) first through third grade students only sometimes ask teachers for help when they need something at school, and 11 (7.5%) primary students stated that they never ask teachers for help when they need something at school.



Students were also asked within the survey if they gained happiness through making good choices. The students responded to this question by stating that out of 147 primary students 98 (67%) of them answered that they always gain personal power from making good choices. However, 40 (27%) students also selected that sometimes they get personal power when they make a good choice, and nine (6%) students stated that they never get personal power from making good choices. This information provides the gateway into recognizing the need for students to make choices in behaviors and actions that may influence their psychological process to satisfy their needs in a positive or negative way.

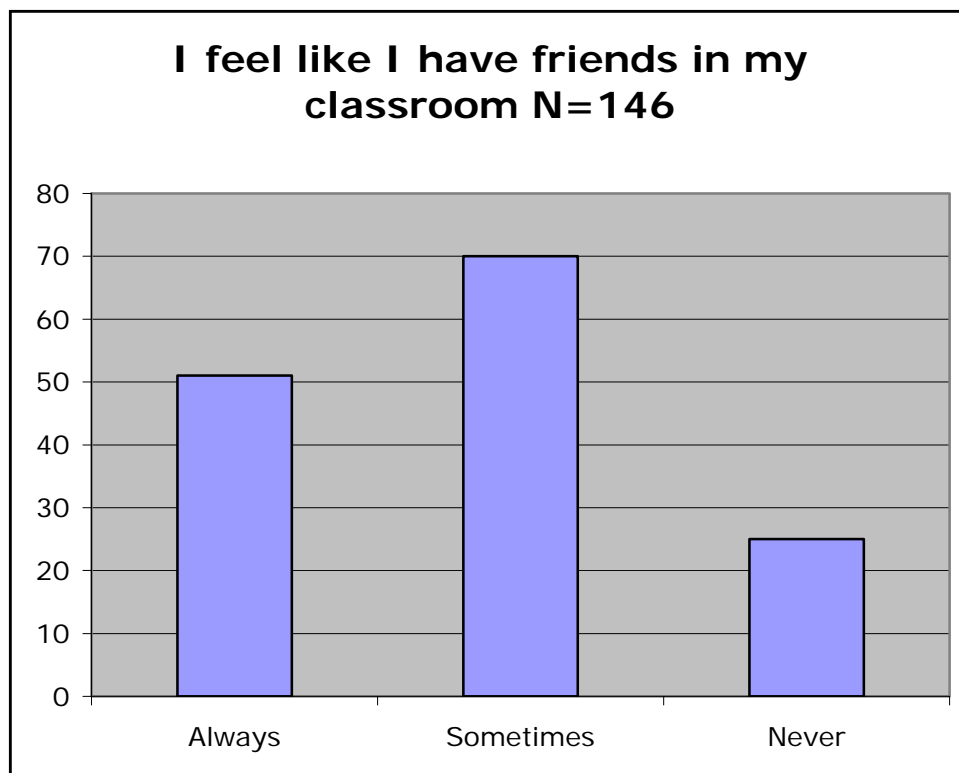


Another piece of the needs assessment that was found through this survey dealt with the ability to fix mistakes without getting upset. The statement addressed the notion that students fix their own mistakes on their work without getting upset. Out of the 147 students surveyed 89 (60%) students stated that they always fix mistakes on their work without getting upset. On the other hand, 42 (29%) students indicated that they sometimes fix mistakes on their work without getting upset, and 16 (11%) students selected that they never fix mistakes on their work without getting upset. Breaking up these by grade levels shows that at first, second, and third grade students have some difficulty handling mistakes. First graders indicated that 29 (62%) out of 47 students always fix mistakes without getting upset, and 13 (38%) students sometimes fix mistakes on work without getting upset. While five (11%) first graders never fix mistakes on their work without getting upset. At second grade 32 (71%) out of 45 students always fix mistakes without getting upset, and 11 (24%) students have a tendency to sometimes get upset when fixing mistakes. While two (4%) students never fix mistakes without getting upset. Third graders also stated that 28 (51%) out of 55 third graders always fix mistakes on their work without getting upset. Whereas 18 (33%) students responded that



sometimes they fix mistakes on their work without getting upset, and nine (16%) stated that they never fix mistakes on their work without getting upset.

Love and belonging is an important need that is essential for students to fulfill their needs for happiness. Within the survey students were asked several questions that were created in order to identify the relationships they have within the Glasser School. Statement number 13 states, “I feel like I have friends in my classroom”. In response to this statement 93 (63%) primary students indicated that they always feel like they have friends in their classroom. Whereas 45 (31%) primary students stated that they sometimes feel like they have friends in their classroom, and eight (5%) primary students selected the circle indicating that they never feel like they have friends in their classroom.



Priority Needs

- Learn to develop positive personal relationships
- Increase competency in decision-making process
- Develop self-evaluation skills and build positive self-esteem
- Develop awareness and access to creative selves
- Increase recognition of responsibility and engage in meaningful work

Planning and Developing a Comprehensive Guidance Program

Counseling Goals:

- To increase happiness as an individual process
- To introduce, develop, and apply communication, collaboration, and negotiation skills within students
- To teach students to recognize behaviors and accompanying positive and negative signals
- To build community in the classroom/school

Guidance Program Goals:

- To improve conflict-resolution skills
- To build a support system and emotional resources in students
- To develop students' positive self-perception of themselves
- To enhance recognition of responsible choices

Program Objectives:

- After participating in a series of classroom guidance lessons designed to facilitate the usage of appropriate conflict-resolution skills, students will be able to demonstrate a working knowledge of the appropriate steps of the “Bridge”. The “Bridge” is a conflict-resolution process utilized by Glasser Elementary School.

- After completing guidance lessons focused on emotional resources and available support systems, students will be able to identify coping strategies to help them develop resilient characteristics and deal with a given situation.
- After all efforts to expose students to the components of the psychological basic needs and positive choices to meet those needs, students will demonstrate usage through developmental appropriate classroom activities.
- After continual engagement in healthy self-esteem activities, students will demonstrate competency through observations of everyday processes (academically, socially, and emotionally).

Activities:

#1 Developing Conflict Resolution Skills

Personal and Social Development Domain

Objectives:

- *The students will understand one definition of conflict.*
- *The students will understand and describe conflicts they have experiences in the classroom, with peers, or outside.*
- *The children will practice the steps of managing conflict through the “Bridge”*

Teacher Resource:

1. Create a cooperative context
2. Structure and practice academic controversies
3. Teach students how to negotiate
4. Teach students how to mediate conflicts
5. Arbitrate student conflicts (Last resort, when mediation fails)

What is a conflict? Discuss.

Needs Assessment 18

A conflict is a fight, a disagreement, or a problem. It usually involves more than one person. Often people become angry during a conflict, Conflict resolution is solving the problem so no one loses, and so that physical force is not used. When we resolve a conflict successfully, both sides feel like their needs have been met. Think about a specific conflict you have had that you were not able to work out. Allow the students briefly time to share their conflicts aloud. Allow each student to make a statement, or pass if they would not like to share. Caution: No Name.

Stress to class that conflict is a natural part of a relationship. We all have conflicts at one time or another. Anger is a natural feeling. There are ways of expressing anger that work and there are ways that don't work.

Explain and discuss "not working" as things we do which end up making matters worse, or don't help to resolve the conflict.

Activity: Students will make a conflict journal in which you record what you are learning about yourself and how you behave in conflict situations. Students will create a journal of personal thoughts about conflict. Include specific information learned about conflict resolution skills, effective behaviors in conflict situations. Students may use art, poetry, cartoons, and creative writing to express thoughts,

Entry #1 Find a conflict in the newspaper or on television and describe it in your journal.

Entry #2 Describe one conflict you were involved in during the day/week

What was it about? Who was involved? What did you do to manage the conflict?

How did you feel? How was it resolved? What did you learn about managing a conflict?

What I want, What you want

Personal and Social Developmental Domain

Conflicts begin when two people want the same thing.

When one person says, “I want the ice cream bar” and another person says, “I want the ice cream bar,” a conflict exists.

It is OK to want something. Every person has needs. Every person has needs. Every person every minute of the day wants something. You have the right to stand up for yourself, and let people know what you want and or need. So does the other person.

Introduce and practice the “Negotiation Process-The Bridge”:

1. I want. You want.
2. I feel. You feel.
3. Why you want it. Why you want it.
4. My understanding of what you want and feel and why. Your understanding of what I want and feel and why.
5. Maybe Plan A, Maybe Plan B, Maybe Plan C.
6. We choose a plan.

7. Shake

Needs Assessment 20

Divide students into groups of four and practice the “Negotiation Process-The Bridge.” Each person says to the person he or she is facing:

“The Cookie Conflict”

I want the cookie. No, I want the cookie.

Let’s meet in the middle. Each will get half. You cut and I’ll choose. O.K. Shake.

The students will rotate to the next person in their group of four and practice the same thing. They will do this process a total of three times.

As a class discuss the solutions created by groups. Address where else they can use this procedure. Divide into pairs. Write down three places/times this procedure could be used.

#2 Identifying Support Systems

Objective: Students will be introduced to support systems in students’ lives through discussing support systems and assets.

Personal and Social Developmental Domain

Hang a large piece of paper on the wall, and title it “Ways we are supported”. Have the student’s think of ideas, have them write or draw pictures of the ideas on the large paper. Create graffiti like wall showing components of support.

Discuss:

- What are the most common ways that families, school, and friends show support?
- When someone does not receive the support they need what can happen?

- Is it OK to ask for support, help?

Needs Assessment 21

- How can students offer support?

As a class create a Y chart, and divide it into three parts.

1. Examples of support.
2. How felt when supported?
3. Who could give additional support?

Class meetings help to set the environment for support and cooperation. Holding class meetings at least once every two weeks by sitting in a circle on the floor or chairs works to create a sense that everyone is visible and has an important role.

Rules for the meeting:

- The goal is to improve the atmosphere in the class or home, not to rehash differences or dump.
- Each person gets a turn to speak.
- There are no interruptions.
- Each person must listen to the speaker
- Each person must agree to consider things from the speaker's perspective rather than focusing only on his own thoughts.

Class meetings provide the opportunity for airing differences, resolving problems, and working together cooperatively. Children enjoy being included in the decision-making process it helps them become more autonomous and responsible. Also, the sense of community emerges out of participation.

#3 Our Basic Needs

Academic Development, Career Development, and Personal and Social Developmental Domains

Objectives:

- ***The students will explore the psychological components of meeting their needs for happiness including: love, power, freedom, and fun.***
 - ***The students will identify and share aspects of each component of the needs for happiness.***
 - ***The students will make the connection between behavior and happiness.***
 - ***The students will recognize their influence in balancing and maintaining effective behaviors.***
1. Introduce activity through creating a poster covering the four psychological needs to achieve happiness.
 2. Discuss what individuals need to survive. The students will review the basic needs covering food, water, shelter, clothing, & air.
 3. After completing the brainstorm covering basic needs a cut out of a shelter will be placed at the center of the poster. Underneath the shelter the words basic needs will be glued.
 4. Love/Belonging will be introduced to the class. The class will brainstorm people, groups, and organizations, ect. That they feel they receive love and belonging. On the poster the heart will be place to represent love and cut out people holding hands will be placed over the heart to represent belonging-Stress the need to feel connected to others. (Refer to poster).

5. Introduce the second need Personal Power. Discuss how personal power is found inside our selves. Discuss how personal power can be obtained from doing well and making good choices. Brainstorm and discuss the connection between personal power and doing your best. Have the class share examples of things they feel they do well, and focus on the power of learning and how knowledge builds personal power. Place a star in the second personal needs poster representing personal power.
6. Fun will be introduced as the third need for happiness. The need for fun is something that needs to be expressed as an important part of everyone's life. We need to have fun! Have students brainstorm and discuss things they do for fun. Place a smiley face on the poster in the fun box.

Freedom is the fourth need that will be discussed within this lesson. Discuss how the U.S. is a free country. Brainstorm what that means. Introduce choices, and how making choices is a freedom that we have as citizens. Brainstorm choices that students make within their lives. Discuss rules and laws, and how we lose freedom when we hurt others. Share examples: Being grounded and catching a butterfly and placing it in a jar. Place a butterfly cutout on the poster to represent freedom.

Extended Activities:

1. Students will complete “Happy Books”. These books will allow students to share personal information about their needs for happiness. The book are made up of four sections. The first section covers love and belonging-“People I Love”. The second section covers personal power- “Things I do Well”. The third section covers freedom- and “Choices I Make”. The last section covers fun- “Things I do for Fun”.

2. Things I’m Good At- Have the students sit in a circle with legs crossed. We are going to create a peaceful, quiet feeling in our classroom and within ourselves. Give the children a moment or two of complete silence. When this is complete, tell the students to picture in their minds a blank movie screen and picture something they are good at. Make suggestions to the class. Now watch yourself doing something you are good at. How do you look doing the thing you are good at? How do you feel? How do other people feel about you when you are doing this? Use a puppet and have the puppet state, “I am good at.....” Tape record the children speaking, and have them draw pictures of themselves doing the thing they are good at. Create a bulletin board of “Things I’m Good At” display student’s photos on the board.

#4 I’m A Special And Unique Person

Personal and Social Developmental Domain

Objectives:

- *The children will experience an increased sense of self-esteem through awareness and sharing.*

Needs Assessment 25

- *The children will understand that happiness begins with feeling good about them.*

Students will complete “ME MOBILES” with the headings

1. Me
2. My best friends
3. My family
4. My favorite food
5. My favorite color
6. Pets
7. My favorite subjects
8. My favorite hobbies and things I collect
9. In my future I see...
10. If I could make a wish it would be...

The children will construct these mobiles and describe each of the headings on sheets of paper including small illustrations. Children will be encouraged to talk quietly with their neighbors about what they are drawing. Display mobiles in the classroom or in the halls. Discuss the mobiles and continue to stress uniqueness and specialness of each child. To further activity play “Heads up, 7 up” Have the students play this game, but twist the selection process by having the students select classmates based on the below:

- Someone who cares about classmates feelings

- Someone who listens well
- Someone who works hard in class

Needs Assessment 26

- Someone who makes good choices
- Someone who treats others with respect
- Someone who tries hard in..(select subject)
- Someone who solves conflicts peacefully
- Someone who cooperates well
- Someone who has a great smile and/or laughs a lot

Celebrate those that are selected for each, and stress to students that individuals are responsible for what they say and do.

The comprehensive guidance program implemented at Glasser Elementary School focuses on preventative measures. The lessons and activities that are presented to the students through the guidance program are developmental and involve restitution. The counselor has established “I Care” rules that incorporate learning the skills of peacemaking and personal development. The program philosophy connects educational attainment and personal/social development. These “I Care” rules transcend through the primary grades and are introduced in kindergarten. Lessons and activities are based around these “I Care” rules, and through this curriculum developmental and preventative services are provided. The needs assessment showcases student understanding of terms associated with the comprehensive guidance program that has been established at Glasser

Elementary School, and this is done through repeated practice and extended activities.

The school counselor at Glasser Elementary School also provides materials

Needs Assessment 27

to the classroom teachers in order to extend lessons taught through visual aides and various activities that the teacher can implement in order to maintain understanding.

Responsive services are provided on a daily basis through notes provided by the counselor. These notes provide faces that show various emotions that students might be feeling. Each teacher has a stack of these notes, and once the student fills out the sheet the teacher places the note in the counselor's mailbox. Again, this provides a connection between students, classrooms, and the counselor. Once the note is received. The counselor meets with the student to discuss the feeling indicated on the sheet. The time the counselor allocates to individual student needs is appropriate. It becomes a time crunch between the individual needs of the students and classroom developmental guidance schedule. The schedule entails six classes on Tuesdays and Thursdays with individual students scattered throughout the day. Client/counselor time at Glasser Elementary School is 100% with students during the school day. If consultation services are required they are done through e-mail, over a working lunch, and before or after school begins. This is effective, but could be more manageable if a counselor could be at the Glasser Elementary School one more day a week.

Counselor Time/Task Log on a Typical Scheduled Day

Tuesday	8:20-9:30 Individual, Group, and Classroom Guidance Planning	9:30-12:00 Classroom Guidance Lessons and Individual Counseling	12:30-2:45 Classroom Guidance Lessons and Individual Counseling	2:45-4:00 Meetings with Staff, Developing Lessons, and Parent/Student/ Teacher/Counselor Conferences
Thursday	8:20-11:30 Individual, Group, and Classroom Guidance Planning	12:00-2:00 Group Counseling, Classroom Guidance, and Individual Counseling	2:00-2:45 Classroom Guidance Lessons	2:45-4:00 Meetings with Staff, Developing Lessons, and Parent/Student/ Teacher/Counselor Conferences

Recommended procedures focus on developing a climate for change through environment support through clear and attainable targets, goals, and objectives. These targets, goals, and objectives have been established through the needs assessment and the experiences and observations made over the course of the 2003-2004 school year at Glasser Elementary School. Building a collaborative team within the Glasser School is the first step to achieving change within the comprehensive guidance program. Getting staff on board through staff development and a curriculum map of the guidance curriculum would help develop a community between the counselor and the teachers. Also providing supplemental material that could be used in the classroom would be an effective tool to connecting curriculum goals and objectives to the academic development of students in the classroom. The counselor at Glasser does provide resources to the staff, but according to the survey results it seems that students need more support and need continual acknowledgement of the impact of their behaviors and choices.

As an advocate, the counselor provides a voice. This voice can be heard in avenues besides in class guidance lessons. This school-based guidance program can provide insight to teachers, administration, and students through school wide and community wide connections. Glasser Elementary celebrates kindness month in February. This project incorporates bringing kindness into the school and spreading it out into the community. Through continuing this process on a daily basis at Glasser Elementary School students can be exposed to a school environment that showcases individual uniqueness and recognizes personal power of positive choices. The lessons,

activities, interventions, and materials that are used by the counselor are systematic and effective. The survey conveys that this process needs to continue with vigor.

Student's responses indicate that student's psychological needs are not being met to the degree that happiness is achieved by all students. Guidance lessons need to be continued weekly with teacher participation, utilization, and recognition of skills taught and used by the students. Establishing a notebook of resources for teachers could be implemented. This resource book should include activities, research, lessons, and information about the psychological needs and components of a positive leader/choices. This resource book could be created through the advisory team and should be dispersed through a time frame that allows teachers advanced time, so resistance is lessened. Through administration and addressing student needs teachers could be required to implement a supplementary monthly lesson covering the comprehensive guidance program developed within the Glasser Elementary School. This process could be done through class meetings, brainstorming what makes us happy here at school, where we can find support, and how to ask for help when making choices and identifying the purpose behind behaviors.

The survey indicates that Glasser Elementary School has a guidance program that is sequential and focuses on the comprehensive needs of students. The atmosphere of Glasser Elementary School has elements that can be developed into an atmosphere of increased cooperation, calmness, willingness to work out differences, ability to work collaboratively to solve problems, love and acceptance, and the ability to say, "I'm human, I've made a mistake. I'll try again."

Survey Results Throughout the Primary Grades At Glasser Elementary School

<i>My teachers tell me when I do a good job at school</i>	<i>Always # % 70 48%</i>	<i>Sometimes # % 75 51%</i>	<i>Never # % 2 1%</i>
<i>I make responsible choices at school</i>	<i>90 61%</i>	<i>55 37%</i>	<i>2 1%</i>
<i>I get personal power when I make a good choice</i>	<i>98 67%</i>	<i>40 27%</i>	<i>9 6%</i>
<i>I feel like I belong in my school and classroom</i>	<i>101 69%</i>	<i>41 28%</i>	<i>5 3%</i>
<i>I make choices to meet my needs to be happy at school</i>	<i>99 67%</i>	<i>45 31%</i>	<i>3 2%</i>
<i>I get personal power from learning new things</i>	<i>100 68%</i>	<i>40 27%</i>	<i>5 3%</i>
<i>I have fun at school</i>	<i>81 55%</i>	<i>63 43%</i>	<i>3 2%</i>
<i>I am responsible for what I say and do</i>	<i>97 66%</i>	<i>49 33%</i>	<i>1 .68%</i>
<i>I ask teachers for help when I need something at school</i>	<i>82 56%</i>	<i>54 37%</i>	<i>11 7%</i>
<i>Classroom activities are fun</i>	<i>92 63%</i>	<i>53 36%</i>	<i>2 1%</i>
<i>I fix mistakes on my work without getting upset</i>	<i>89 60%</i>	<i>42 29%</i>	<i>16 11%</i>
<i>I solve my conflicts peacefully</i>	<i>78 53%</i>	<i>62 42%</i>	<i>7 5%</i>
<i>I feel like I have friends in my classroom</i>	<i>93 63%</i>	<i>45 31%</i>	<i>8 5%</i>
<i>I try to tell people at school how I feel</i>	<i>51 35%</i>	<i>70 48%</i>	<i>25 17%</i>